

THE SCHOOL JOURNAL

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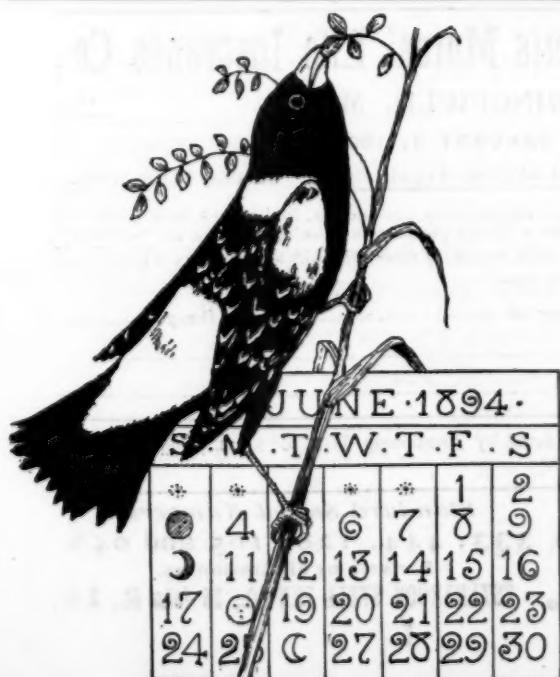
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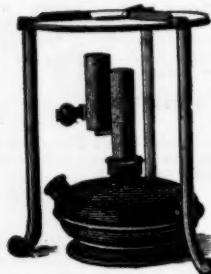
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THE SCHOOL JOURNAL

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Vol. XLVIII.

For the Week Ending June 16

No. 24

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The business department of THE JOURNAL is on page 655.

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TEACHER whose conduct in or out of school tends to diminish the respect his pupils owe to him cannot expect to be successful. Children cheerfully obey those whom they love and respect; but they are sharp observers and severe critics, and if they once find those who govern them unworthy, they are apt to treat them with contempt. The personal character of the teacher is the chief condition of the success of a school.

When Thomas Arnold was asked by a friend why he took such great care to prepare himself for each recitation, he replied that he would rather have his pupils drink from a fresh and living fountain than a dead and stagnant pool. Dr. Arnold was right. A teacher who does not constantly strive for greater perfection and becomes a stranger to study not only risks forgetting the little he knows above what is indispensable in his class-work, but abandons himself to a meaningless routine, and that means drudgery. Can anyone conscientiously call himself a true teacher who does not think of school except during school hours?

To teach a child is quite another thing from hearing a recitation. Teaching is an art, hearing a class recite lessons is machine work. Any ass can work a treadmill, but it takes a skilled artist to cultivate children's minds.

Several local teachers' associations meeting once a month for the discussion of professional subjects and exchange of school-room experiences are reporting happy results. They say that the schools are moving in better lines and are accomplishing more really educational work, that the teachers are more respected than formerly, that greater harmony exists between teachers, etc. Those who failed to reach satisfactory results should not be discouraged. A thorough re-organization under live conductors will stir up new interest. Only live professional subjects should be discussed, and everything else excluded. Essays on literature, woman's suffrage, the country's finances, etc., may be all right in circles organized for the study of general questions, but they are entirely out of place in those aiming at pedagogical advancement. Besides, nothing will more surely kill a club in the long run than monologues. Everyone who attends the meeting must be encouraged to take an active part in the proceedings.

Success to all who band together to promote professional study and fellow-feeling!

When the lawyer came to Christ to find out what he was to do to inherit Eternal life he was not given a lengthy enumeration of duties and the different ways of performing them, but was told if he loved God above everything and his neighbor as himself he would live. "On these two commandments hang all the law and the prophets," Christ said to him. Here is a valuable advice for teachers. All talks on devices and ways of accomplishing certain details of school work are useless if the foundation principles are not known. Teachers must take a broad view of education, one that will cover the whole ground, and that cannot be done without a thorough investigation of the underlying laws. That this truth is being understood is evident from the increasing number of earnest students of the history and theory of education.

Once a man was called a poor Christian who could not hear a long and dry sermon and call it a blessing. That day has passed. People have found out that real worth in the preacher is in his power to interest. Christ never talked his hearers to sleep. Teachers must fill their minds with things that will brighten the school and attract pupils.

Men of great learning are not necessarily men of moral character. History furnishes many examples of persons whose knowledge brought ruin and disaster upon human society. Still there are teachers whose sole aim seems to be to furnish the minds of their pupils with as much learning as can be crammed into them. The world can get along with a smaller number of savants; moral character is what it needs,—men and women who have moral convictions and are willing to defend them by their actions. Teachers cannot be too often told that virtue does not always follow in the train of knowledge.

A clipping from a Boston paper tells of a young girl who had been ill for two weeks, but by studying night and day was able to catch up with her class. Three days after the examination, for the sake of which she had taken this course, she died of brain fever. The more thoroughly education is becoming understood the less will there be made of the inquisitions that pass as "examinations."

"Hammer, hammer, hammer, on the hard high road," is the ruin of the colt, and a mere "hammer, hammer, hammer," on the weary trivium of the "three R's" is the intellectual ruin of the child in all departments of the elementary school.—*T. G. Rooper.*

Politeness in the School-Room.

By J. HEERMANS.

(From a paper read before a meeting of teachers in Kansas City.)

There are two ethical forces directly opposed. One is drawing, the other is repellent. Need I say that these are kindness and rudeness.

Politeness and kindness are two things, although they may be co-existent. Yet there is a politeness without kindness, and there is kindness without politeness. Kindness springs from the heart; politeness from contact with mankind. In other words, kindness is natural; politeness artificial. The natural quality is very much enhanced by the artificial and 'tis better to have both, yet to those persons not blessed with a sympathetic nature, politeness in its narrower meaning offers a substitute. As teachers the possession of one, or the other, or both, is essential. If courtesy, which embraces politeness and kindness, yet has something else of its own, is added to the ethical outfit thrice armed are they.

Now, unfortunately, on short acquaintance, it is very difficult often to distinguish in a person who has mingled somewhat with people, the politeness that is urbane kindness, from that which is varnish merely, and thus it happens that occasionally, a nature quite distorted gets into the school force. Many (to change an old saying) get appointed, bow their thanks, and grow polite. With some it works differently and the cares and vexations of the school-room seem to stir up the worst tempermental elements.

Now kindness and its kindred virtues produce smiles, one of which Charles Lamb says is "worth a dozen groans in any state of the market."

Kindness electrifies the whole system, clears the mists from the brain; even tears are turned to rainbows of joy by its delicious alchemy.

It will overcome resentment and defiance, and malcontents dropping their grievances, smile their woes away.

All life abounds with illustrations showing that manner is quite as necessary to success as matter. You remember the story Izaak Walton tells in the *Complete Angler* of the youthful minister who borrowed a successful friend's sermon in order to make an impression on his new parishioners, but as his effort was not attended with success, he complained to the owner that the sermon was a failure. "I lent you indeed my fiddle," was the reply, "but not my fiddle-stick." And so the work of educating the young is the fiddle, but the manner of doing it with sympathetic forbearance is the fiddle-stick.

"The reason that sarcasm is so repulsive is that it lacks two things, humanity and seriousness." Its victim has lost sympathy, charity, and fellow-feeling; has in the place of these an arrogance in his own fancied superiority that leads him to treat with levity what should be a sacred trust. He employs abuse rather than argument,—assails the individual rather than his fault,—aims to annoy and injure rather than to reform. (Or whether that is the aim or not, it happens.) He splices taunts with malice and because his own cup is soured he fills every other with gall and wormwood.

A teacher who is sarcastic to any considerable degree is out of place. A leopard cannot change his spots and it is about as impossible for a tongue to lose its sharpness; and, since the politeness they are possessed of is not braced by a kind heart, but is the thin veneer that will endure neither heat nor cold, it cracks with any excess of temperature and discloses rudeness yet more contemptible for its effort to deceive; and, hand in hand, these two carry a shadow wherever they go. And, worse than that, around the one who harbors them they coil like a snake; closer and more deadly, until it seems to the beholder that the ancient law is reversed and the serpent has dominion. Sometimes the lame excuse is offered that if the circumstances had not been so aggravating the child's feelings would not have been hurt. "If my aunt had been a man she would have

been my uncle." Have we no wills by which we can react upon the circumstances that act upon us?

Often, again, rudeness springs from ignorance and is not accompanied by sarcasm. When this is so, how delicate the operation to modify or eradicate it! How difficult to inform a person that they are unfamiliar with the proprieties! That to tell a pupil to shut his mouth is uncouth; that uncouth language is savage. That angry, high pitched voice is barbarous. That to attempt to regulate microscopical springs with a crow-bar, in other words, to walk through the isles brandishing a ruler, thumping right and left is at least primitive.

These opposite qualities have opposite effects. The one expands, the other blights. The one begets cheerful obedience to regulations, the other, sullen defiance. The caustic teacher makes of the school-room a place of sore chastisement and mortification and the young faces are a better representation of longitude than latitude.

On the other hand there is no sunshine to glorify the room, flood the heart, and light up the face like kindness. Do angels ever weep? It must be when they see buoyancy crushed out of children, smiles uprooted, and frowns planted. This is the effect on the spirit. And what is the spirit of a school? It is the immortal part of it. There is condensed courage, enthusiasm, vivacity, ardor, energy, ambition, mirth, a few drops of gloom, a little brutality in each child: Multiply these by one, two, three, four, five, six hundred and you have the spirit of a school.

"A merry heart runs all the day, a sad one tires in an hour." Teachers' nerves are spared; pupils' time is saved.

The heart runs all the day. No heavy creaking, lumbering tread, but a light, easy, rapid gait that meets and accomplishes work without apparent effort.

The Subscribers' Part.

The subscribers play no insignificant part in the publishing of this paper. The letters laid on the editorial table are eagerly read; the wish is that there were more of them. The 50,000 readers of THE JOURNAL—for there must surely be that number—constitute the most thoughtful teachers in America; for it is a fact, the subscribers to THE JOURNAL are the live ones out of the teachers employed in that school, or in that village, or in that township. So that letters from them contain thoughts and suggestions that are of the highest value to the editor.

1. Let it be a duty every subscriber imposes upon himself to write once a year *at least* to the editors. 2. Do not mingle this with money matters, or orders for changing the post-office. If you will save the two cents postage, write one letter to the publisher and in that put the money or business matter; then write one to the editor and enclose both in one envelope. A vast quantity of precious material is lost to the editors because it is mixed up with business; business letters go to the business department and stay there. 3. Don't feel it needful to praise or commend. a. Tell of things that have helped. b. Suggest other things that would help you. c. Tell us about your work and what has advanced you in skill and power. d. Enclose clippings. e. Send the name of a new subscriber, or, at all events, the name of some one you know who, like yourself, is aiming at the highest possible results in teaching, and will appreciate the strong hand of help THE JOURNAL is to such. In this latter case write yourself to this person.

One of the pleasing occurrences in the editor's life, and what is no mean compensation, is that teachers are met in his journeys who say, "I wrote you for advice or suggestion and you replied; it proved of untold benefit to me." We intend to reply to every letter that seems to demand a reply and with as much promptness as possible. But it must not be expected by correspondents that an agreement is made to print all letters; such are published as space and subject permit. Friends, write often.

Selection of Sloyd Models.

(Notes from Mr. Larsson's talk to the Boston Sloyd Training Class.)

By M. A. WHITE.

Sloyd aims to develop character. This fact makes the choice of models a thing of vital importance. Love of the beautiful, eagerness and ability to express what is within a way that is helpful to others, courage in attacking difficulties, patient concentration of the attention, perseverance through failures—in the possession of such things we want to see our children grow strong. For such a purpose the sloyd model is created, and presented to the child. What must it embody in order to worthily fulfil its purpose?

In the first place it must attract lively interest, and stimulate the will to performance. And this is not a difficult requirement, for there is hardly a child to be found who is not attracted by and eager to make almost any completed wooden object. But as Professor James says, "The effects of interested attention and volition remain." It is for these "effects" that the wooden model must possess intrinsic beauty.

In the matter of literature we maintain that if a child reads only what is of true worth, he will never have an appetite for what is weak and injurious. And as children are more vividly interested in what they see and handle, than in what they read, we may with more assurance maintain that the child who contemplates and makes only objects of really beautiful form and proportions will never have a liking for what is trivial and unworthy.

Again for these "effects" the model must be an object of common use, something necessary in the most simple way of living because the child will love this product of his labor, and he will have a new regard for it and similar things for the labor that produces them, and for that in which they are used. This regard may make the equipments of a poor home and the implements of humble service seem dearer and more honorable, fostering wholesome contentment in such surroundings, and independence of circumstances in causing such things to be more highly appreciated than articles of luxury.

But a model may possess the essential qualities of beauty and usefulness, it may attract lively interest and stimulate to performance, and yet fail altogether of its purpose. A child will readily undertake something quite beyond his ability to perform, but he cannot express what is not within. The model must be such that he can get a clear conception of it, and yet such a model may be so difficult of execution, that his attempt to make it will end in disappointment and failure. But his "interested attention" can only be held by what is difficult enough to require his full volition in execution. The too easy model is a failure, as well as the too difficult.

The quality of the wood is important. It must not be too hard for him to use successfully.

The exercises required in making the model must lead from the easy to the difficult in such a way that, while his full attention and volition are needed in every step, by exercising them he can accomplish what he undertakes. The model that can be grasped in a child's thought, that is a thing of beauty while honestly serviceable and useful that requires full volitional activity in execution, embodies that which makes it worthy of its high purpose. It cannot be all this without holding the right relation to what has preceeded and to what follows.

It involves not only the proper progression from the easy to the difficult, but from the simple to the complex, from the known to the unknown. It cannot be this without such a careful arrangement of tools and exercises that necessary variety is afforded.

In the selection of models the amount and kind of wood must be considered. It will be an advantage if only a moderate amount is needed. The use of different kinds will afford pleasing variety and require new care in using and if the wood is native an interest may

be awakened in our trees, their growth, locality, and uses that is of great value.

It seems hardly necessary to add that the model must be such that it can be wholly completed at school. The exercises required in every detail have been arranged with such care that the sloyd teacher will not fail to see them properly worked out. The child's last loving touch to his model, is something too precious to be disregarded.

Closing Exercises.

These should represent the work of the year in as many of its departments as possible. The decorations may be largely of flags which the pupils have made. Red, white, and blue paper, sticks, scissors, paste and training in the manipulation of all these are involved here (or cambric, thread, and needles), but that is all, and that should all enter into the regular course of primary work. Paper chains, in patriotic colors, made by the last new tots to enter school, may be fresh for purposes of festooning.

Something molded by pupils' hands upon the sand-board should occupy a corner. Something drawn or written by them upon the blackboards should tell of strong and pleasant correlations in the work. Above the children's work, drawings by the teacher (stencil drawings if she is no artist) may serve as illustrations for little stories told by children from the platform and one child may point while another tells the story.

A pretty way of adding to the blackboard decorations would be illustrations of the state-flower arranged in artistic designs. The teacher might outline them, and the pupils color them. This idea could be expended, at the teacher's own discretion, to illustrations of our national flower, the golden-rod—and further; the fleur-de-lis for France; the rose for England; the shamrock for Ireland; the thistle for Scotland, etc.

A picked corps of children may go through the prettiest of the physical exercises, to music or command.

A pupil may conduct a spelling match.

A dialogue not requiring much in the way of action may be read, rather than recited.

The prettiest poems from the reader may be learned by heart for recitation in class from week to week, and in public on closing day.

Songs, if selected for their words as well as for their music, furnish good recitations. A feature of one pleasant program was that each song was well recited by an individual pupil before being sung by the school.

Solos and semichoruses are always in order and may be renditions of the songs ordinarily sung in class. These songs, by the way, should be taught, liberally—i. e., each should occasion a good deal of discussion, illustration, blackboard reading, writing, perhaps drawing, modeling, etc., while it is being taught, thus correlating itself with the other work to strengthen and be strengthened.

Personations of the animals and plants studied about during the term may be made to yield a pleasant game. For instance: "I live in the field. I nod to the little breezes and bend low before the heavy winds. I smile up at the sun, showing all my white teeth at once. I love the blue sky and the moist earth, but I cannot run away from the children, and so they sometimes tear me from my bed and bring me indoors. They do it because they love me and they give me to their teacher because they love her. Soon my yellow face loses its brightness, and my white teeth tarnish and fall out. Who am I?" The school must keep quiet, but the visitors may guess.

Every time a child tries, the teacher should demand that he do his best: for the formation of the habit of doing the best is the way to higher mental and moral action.—Parker.

The degree of fitness for securing the true purpose of education, development of self-activity and power in the pupil, determines the character of the teacher's work—N. A. Calkins.

Concert Reading.

The voices of a school can be greatly developed by simultaneous exercise. A teacher of singing can develop the voice and really educate a class by properly "leading" them; the pleasure they thus obtain is simply enormous, but that is not referred to here.

It is not meant that there is to be no individual reading, nothing of the kind; but it is meant that all the voices are to be employed on a single piece at times, and as often as possible. A piece like Poe's "Raven" is a good one for this purpose. Certain things should be aimed at, just as in individual reading.

The teacher should stand in front of the class, just like the leader of a band, and hold a short stick in his hand. At the pauses he lifts the *baton* with a short, quick movement; to start them a short downward movement. There is a good deal of science in this conducting of a reading class, and it will require much study and practice to do it well and bring out the best effects.

At certain parts both hands must be used, as in "Nothing more." The eyes of the teacher must be fixed on the eyes of the class and theirs on his. It is a mistake if they get to feel they have nothing to do because they have recited it before. It shows bad conducting on the part of a teacher. He can so infuse his personality that they are partially hypnotized, as it were.

The teacher must have a good ear and distinguish discordant vowels and inflections; hearing these, he pauses and taps with his baton and corrects, "Not we-are-y but wear-y.

Reading in concert, directed by one who knows how, may be made the means of emotional influence that is highly educative. Too often it is a barren mechanical exercise, but it need not be.

Truthfulness by Example.

Act the truth. Do not pretend to know things you do not know. Do not insist upon things about which you are uncertain. Even a child does not expect a teacher to be the embodiment of all wisdom. If she claims it, he knows she is masquerading; if she admits a doubt, he knows she is acting truly; he sees that he and his teacher have some things in common; she has a stronger hold upon him.

A boy handed up his written spelling lesson for correction. The teacher marked a word as incorrect, which he thought was spelled correctly. He gathered up his courage and told her he thought she had made a mistake. She brushed him aside with an indignant remark, about doubting her ability to spell. In ten minutes he saw her engaged in profound communion with the dictionary. He gained confidence. She said nothing, but seemed dejected. He put his paper in his pocket and went home, and consulted his dictionary. He had spelled the word correctly. She had lost his good opinion forever. It was a serious loss, but who shall say that she did not pay the proper penalty of her act. She had made a mistake. It was not serious at the outset. It was a comparatively small matter that she had an erroneous impression about the spelling of the word. But persistence after she knew better was acting an untruth. It was utterly inexcusable. It was impolitic too. Suppose she had given him only what was his due and said, "My boy, I was hasty and wrong about that; you were right; I will have to be more careful next time." He would have been exultant, but that would not have humiliated her. She would have gained his respect and his friendship as well.

In another case, a teacher in this city told Mary, a young Miss among her pupils, that Martha, her intimate girl friend, was headstrong and flighty and not doing well, and asked her to exert her influence over her and help her reclaim the wayward sister. The teacher told Martha the same things about Mary and exacted her help to recover the other sinner from destruction.

Neither of the girls was in danger. The teacher did not think they were. She probably meant well enough. She intended to profit each girl by getting her interested in helping the other. But she did not think far enough or as truly as she ought. The girls compared notes. They discovered that there was an element of deception about the matter and the result was not particularly helpful to the teacher.

There is mathematical accuracy about the truth. It always fits together. There is no safe compromise ground. The danger signal is upon the border line. Truth or untruth may be acted as well as spoken. It is not necessary at all times to tell all that is true. But whatever is said and whatever is done in the schools, is to be open and straightforward, wholly within the bounds of truth.

—A. S. Draper.

The Teachable Spirit.

When Jesus walked on earth he was a teacher; he found little willingness to accept his doctrines. Those who listen and accept, if found to agree with reason, are few in number. The psychologist gives us the reason. He says certain maxims have been impressed by parents on the memory, and around them the incoming new thoughts arrange themselves. If another maxim is presented, different from the first, the accumulated thoughts must be rearranged; it can find no foothold until the rearrangement is made.

Jesus saw the most precious doctrines neglected because the minds of his hearers were full of materials of an opposite nature. The little child presented itself as possessing the type of mind he desired. Great truths can only be imbibed when the mind is in a childlike condition; and it is a truth well brought out by Chancellor Upson that great minds keep themselves in this childlike condition of openness to truth. The small mind, on the contrary, repudiates a new statement upon hearing it.

Such men as Napoleon and Wellington are examples of the childlike spirit; a condition of openness to truth. The same may be said of Gladstone. This eminent student of Homer heard accidentally in a railway depot a young collegian make a remark that was quite opposite to his own belief. He stepped up to him and gave his card and asked that he might be favored with a visit. Upon his calling, he said, "I must hear your views."

It is a question well worth asking, Is the teacher teachable? It is often brought up against him that he is of all classes unteachable, the last and slowest to learn. Is it a fact that the teacher has not the inquiring disposition which is a part of the teachable form of mind? How many have pursued no study since they took the position they hold to-day? They may read newspapers and magazines, but so do those who are not teachers. Must not the real teacher always be a student? This has often been answered in the affirmative at normal schools; but what is he in reality? Let the public in general be asked. The *Louisville Journal* commented on the demand for more salaries at one time by saying, "The teacher is not a growing person; he is only anxious to get his pupils to learn; he is not an accumulator himself." Horace Greeley, in an address before the N. Y. Educational Association, criticised the teachers because they did not inquire concerning things outside of school studies. Whatever may be the conclusion one thing is certain, the teaching spirit and the teachable spirit, and the inquiring or learning spirit are all one.

The creator has so constituted the human mind that it can only grow by its own action. Every man must therefore educate himself; his books and teachers are but helps; the work is his.—*Daniel Webster*.

That study will most effectually aid us in the work of self-development which requires the original exercise of the greatest number of the powers of the mind.—*Francis Wayland*.

The School-Room.

"Mr. Brown's Journey to Venice."

By MAY F. STRYKER.

"What are you doing, Ella? Did you not hear the dinner bell?" said Mrs. Brown to her little daughter, who seemed absorbed in perusing the contents of some large volume. "Yes, mamma," answered Ella, absently, "but I am so busy. You see we are going to Venice this afternoon and I am on the committee to look up the best way to travel there from Rome."

As the family seemed a little mystified by this startling announcement, Ella hastened to explain how the last hour of every Friday afternoon at school was given up to traveling, and how they had been spending the winter in Europe. "We have been in Rome all the week and will start for Venice this afternoon," Ella added importantly. "What a delightful and comfortable way to travel," said Ella's papa, merrily. "If I am not too busy at my office this afternoon I think I will stop in and join you." "Oh do come, papa!" was Ella's earnest entreaty, "Miss G. won't mind a bit, and if you go our way we will pay your fare." Mr. Brown was struck with the originality of the idea and so pleased with his little daughter's enthusiasm that he was prevailed upon to go and appear in the school-room just as the children were finishing the last calisthenic exercise. As soon as everybody was seated, a general air of expectancy pervaded the whole school-room and when Miss G. said, "We will get ready for our journey," everybody took out note-books with a very important air. "Before leaving Rome, who will give us a short account of how we have spent the week?" said Miss G. Everybody seemed anxious and Miss G. selected one little girl, who mentioned the principal places seen and gave a short account of each. (A kind of synopsis of the last Friday's lesson.) "We are about ready to start for Venice now," said Miss G., with a smile at the eager faces. "How have our committee decided to travel?" The committee, consisting of three little girls, now rose. The first stated the way they had decided to go and the others stated the reasons for this way of going. Miss G. always allowed her committee all the outside help they desired, and consequently they almost always had selected the most desirable route, thus causing no delay in the class. "As we have now decided how we are to travel, we will begin our journey," said Miss G. This seemed to be a signal for all to write in their note-books the substance of what the committee on travel had said. "Who sees any pretty sights on the way?" was Miss G.'s next query. This question seemed to cause intense excitement and everyone tried to outdo the others in discovering something new in the way of scenery, etc. Miss G. said they were making good use of their eyes. Sometimes her eyes were a little sharper than the others and she would discover something no one else had seen. Then out would fly the note-books to take it down for future use. "I have just bought some pictures of the scenery through which we are now passing," said Miss G., producing a number of pictures and passing them around the class.

"I told Grace that she was to land us in Venice," finally said Miss G. "Let us see how well she can do it." Grace then gave a bright, interesting account of their arrival in Venice, being spurred on to do her very best by the eager, critical looks of the children who were ready to notice any omissions. Another little girl gave a description of the general appearance of the city. Another mentioned the principal sights to be seen. As it was time for the bell to ring, Miss G. said they would stay in Venice all the week, but she would like to have them write a letter home next Thursday evening, telling all about what they had been doing in Venice. "The mail bag will be opened Friday afternoon," added Miss G., glancing at Mr. Brown, and it would be very nice to have your parents here to hear the letters from their "traveling daughters." Just then the bell rang and Mr. Brown delighted everyone by saying he did not know when he had had such a delightful journey before and he felt very sure he would be there next Friday to get some news of his young travelers in Venice.

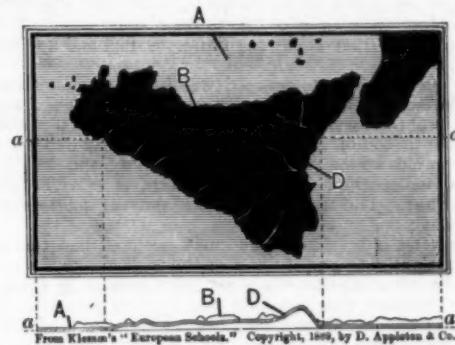
Beginning Scientific Geography.

The study of river basins is recommended for fourth year work, to be followed in fifth and sixth years by the study of continents. This study must take the form of field lessons, supplemented by molding, discussion of pictures, etc., and map making. The law that water constantly seeks a lower level should have been impressed during former observation lessons. The river basin consists simply of two land slopes that meet at their lower edges. Along this line of meeting, the river runs. The upper edge of each slope is a water parting, separating this river basin from some other basin. Think out the problem. *How is a river basin bounded?*

A Map, Growing.

(From European Schools.)

It was in a preparatory school in the city of D—where I saw ideal teaching in geography. The school was provided with all possible means in form of maps. The matter of instruction could be graded just as is done in arithmetic, reading, etc. Geographical knowledge has for ages been wrested from overstocked maps. The child had to search painfully among a bewildering mass of data and facts for those which were to be learned. A systematic or methodical progress step by step was, if not impossible, certainly very difficult. Just as little as a teacher would give into the hands of a child a copy of Webster's "Unabridged" or of Shakespeare's complete works when he begins to learn the art of reading, just as little can it be rational in the teaching of geography to place before him a complete map stocked with a bewildering number of details.



From Klemm's "European Schools." Copyright, 1888, by D. Appleton & Co.

This difficulty was removed in the school I refer to. Outline maps were used. First river maps like the one above. All the water-courses and the ocean (A) were colored blue, while the land (B) appeared black. Below each map was given a profile, or longitudinal vertical section on certain given lines, as on the above sketch on line a. The pupils drew the map on paper and then inserted the elevations. Then followed another outline map containing the elevations and a few boundary lines. By degrees more items of information were added, such as cities, trunk-roads, canals, etc. The principle of Father Pestalozzi, "One difficulty at one time," was carefully heeded, and the pupils were not bothered with maps such as we use in America, which blur the children's mental picture by their multiplicity of detail.

Some Questions in Geography.

By EVA A. MADDEN.

First discuss climate as the result of latitude, heat, and moisture and its effect upon plant and animal life. Having developed the idea of the three belts of climate, called zones, begin with the study of the Polar regions, asking such questions as the following:

What work has been done by water in the Arctic regions?
What has ice done?
Name the islands and capes you find.
What are fiords?
What have heat and cold done?
How many seasons have they in these regions?
What effect have the seasons on plant and animal life?
What plants grow in these regions?
What animals may be expected to make their homes in such a climate?
Why is the fur of many of these animals white?
What people live there?
Why are no great nations found in these regions?
How do we obtain information concerning this part of the world?

Name the important explorations.
What recent exploring party has just returned from the Arctic region? (Draw attention to the fact that a woman accompanied Peary's expedition.)

The names of the countries or parts of countries that lie within these regions may be learned by the pupils; also the important bays, etc.

Read parts of Pierre Loti's "Iceland Fisherman," to show the wonderful effects of sun and sea. To teach the habits and personality of the Eskimo read The Story of Agoonack, from Miss Jane Andrews' "Seven Little Sisters." Let compositions follow.

In the class under my charge some of the pupils wrote stories of the Frigid zone as told by Polar bears, or reindeer in zoological gardens, others made Eskimo boys or girls the

narrators of their stories, while the less original, merely related facts they had learned in the best fashion they could. All illustrated them by drawings reproduced from their geographies, or from "The Seven Little Sisters."

A Moral Exigency.

By an EX-TEACHER.

The children were waiting, hats on, for the signal to rise and file out at close of school, when a little girl discovered that a dime she had had in her possession only a few moments ago was missing. The bustle of preparing for dismissal had involved much moving about the room and it was difficult to be sure in regard to any one child that she had *not* passed near the desk from which the coin had disappeared.

A rigorous search of desks, books, and floor was instituted. The children were examined as to what change they had. No one had a dime that could not prove she had had it before one o'clock.

The question how to proceed was full of complication. All the little faces looked equally innocent. The teacher was very confident of the honesty of some, but to let these go would be to express suspicion of all the rest. This would be undeserved by many, would wound, would do moral injury, and would excite parental indignation. The children were from eight to twelve years of age. The teacher decided to put the question to them in this way :

It may be, after all, children, that we shall find the coin in some crack of a desk or of the floor, though we have looked hard. It may be, after all, that it has not been stolen. If there is one child in this class that could do such a thing as to take what is not hers, I am sure there is only one. I am very glad to be able to feel that I have an honest class. I know you nearly all so well that I believe in your honesty as firmly as if you were my own little sisters.

Now, if I had a little sister among you, do you know what I should want her to do? I should want her to come right out here before the class and turn out her pockets and be thoroughly searched, so that no one here could possibly think that she had the coin. How many of you think that would be the best thing for her to do? (Many hands were raised.) How many want me to search them and show the class that they are innocent? Those who would may step to the line. (Many went to the line. Some who had acquired, from talk overheard at home, a horror of being searched, clung to their seats. The teacher smiled kindly upon those who stepped out.)

Why, my best girls are out! Who could think for a moment that any of them could have done such a thing? (At this, two or three more left their seats.)

Now, while I am proving that these children haven't the dime that no one thinks they have, you children in your seats must sit as still as little wooden girls with your hands behind you. Tell me who shall watch you—for I am going to have you watched, for once, for your own sakes. After some parley a monitor was appointed, with the injunction to instantly call aloud the name of any child that moved hand, head, or foot.

The children on the line were examined, one by one. Their pockets were turned out, their hats and dress trimmings investigated, their books and school-bags looked into with the utmost care. The examination completed, each was sent to the other side of the room. When the entire line had thus changed sides, the teacher turned to the children in their seats and said, "If you would all ask to be searched but one, children, I should think that that one had the dime. Those who want to join these people who have cleared themselves so willingly may step out."

A few more children went to the side and the teacher said very gravely, "Only six children left in their seats. Now, I think it must be one of these six. At this, one after another arose and went to the line, until the seats were empty."

The teacher had noticed an intent look upon the face of one of these last lingers—an expression that suggested busy fingers, though the hands were behind and the body was held very still. Walking to this child's place, immediately after the child had vacated her seat the teacher found the dime, pushed into a crack between the slats that formed the back rest and thrust as far out of sight as a long finger-nail would reach.

She extracted the coin, gave it to the owner, and dismissed the class, detaining only the offender, who kept up a voluble denial of all knowledge of the theft, as the children filed out, and began to howl distractedly as the last of them left the room.

"As soon as we have talked this matter over," said the teacher, "I am going to let you go." But I shall not begin to talk about it until you are quiet. If you want to, you may help me put these things away and then we will sit down together and see if we can't come to some understanding." When the child was somewhat quieted, she went on :

"Now, Mary, you did a good deal of talking while the girls were going out, and I let you talk, though it hurt me very much to think they should hear you tell me so many stories. Now it is

only fair that you should listen, and that is what I want you to do. Why do you think I went straight to your seat and took out the coin? It was because I knew you had put it there. So you see it was not just *finding* the coin there that made me think you guilty. I knew you were guilty before I found it.

"And yet you are not the girl that I should have expected to do such a thing, and I am at a loss now to know how you came to do it. That is where I want you to help me out. I want you to tell me just what tempted you in the first place. Of course, having done the thing, you wanted to hide it. I am not surprised at the stories, for one wrong deed always leads to another. But how could you *do* it, in the first place? What temptation could have been strong enough and quick enough to make you reach out and take a coin that belonged to somebody else? What did you think you could buy with the money? It couldn't have been that you were hungry and wanted bread, like a poor woman who was arrested for stealing a loaf not long ago. What *was* it that could make the dime seem worth stealing, even for a moment? I must know all about it, so as to make it as easy for you with the girls as I can to-morrow. I am afraid they will not want to sit with you or play with you, and I want to make them feel that you might do this thing and even tell stories to hide it, and yet be a good girl and a good woman all the rest of your life. It must have been very sudden, this temptation. I know it took you by surprise; but you will know it if it should ever come again, this wish to take something not your own, and you will be able to put it out of your mind before any harm is done.

"Let me tell you, my child, what was the worst part of your sin, to my mind. It was the hiding of it. You were willing that I should suspect honest girls rather than that I should find you out. I don't believe you thought how mean that was. It was meaner than the theft. To rob Susie of her dime was bad, but to rob some other little girl of her good name would have been a good deal worse. The noble thing about George Washington in that true hatchet story I told you some time ago, was that George was brave enough to bear the blame of his fault. He would not have had it laid to any one else for the world. I think when it comes to you how noble this feeling of justice is, that can give us such courage as it gave George, it will give you courage too, and no matter what wrong you do, whether it is great or small, you will be willing to take the blame and the punishment rather than have it fall upon some innocent child."

By thus talking to the child as one not wholly lost, speaking from a firm knowledge of the theft, expressing rather pity for the sinner's weakness and error than indignation and intent to punish, and evincing a desire to help the little criminal over this difficult place into which she had fallen, the teacher elicited a full confession, and much expression of sorrow. The next day she told the class in subdued tones how Mary had been suddenly tempted to do this dreadful thing, how she had fallen into one of the most awful traps that can be laid for us by yielding to this temptation, how in covering one sin she was forced to commit others, how fortunate it was for her that discovery had been made, and that Mary was now very sorry for the wrong she had done and wished too late that she could go back and live yesterday over again, an honest girl. She asked the children to help Mary up to goodness again, since she wanted to be good, and to forget the whole matter as soon as they could.

Some Devices.

The privilege of observing bright teachers is one of those joys that are doubled when shared. I was much interested in Miss B's class the other day, by one of her devices for securing novelty to the reading lesson, and here it is :

A slip of paper lay on her desk, bearing the questions and answers that were to form the reading lesson for her "afternoon class." By adroit leading, she elicited from the pupils just the questions she wanted; and, of course, the answers came more easily. The long blackboard was divided in the middle by a vertical line. As each question was asked it was written at the left of this line.

The answers were written on the right. As each question was written, the child that gave it was sent to the right of the room. Those that gave the answers were sent to the left. Sometimes Miss B. paused to ask, "Who sees a new word?" and, "What is it?" and, "Who can say it slowly?" When the lesson was all written, a process of "choosing sides" ranged the entire class in two lines. A child on the right looked at the first question long enough to commit it and then looked at her opposite neighbor, to whom she put the question. The child questioned looked at the answer and then over at her questioner while she replied. In this manner each child in turn read silently and then spoke the gathered thought, learning with every mistake the lesson of care in the silent reading.

Miss B. is required to teach her "morning class," during the first month of the term, to write numbers to twenty, though their operations in arithmetic, apart from counting and notation, will remain, for four months longer, within ten. One of her devices for thus teaching the teens is to place at the top of the

blackboard a row of ten crosses, beginning another row with eleven and adding one to this second row with each higher number. If a child forgets that thirteen means ten and three, she is given a pointer and told to count. She does not begin with one, however, but with ten, sweeping her pointer across the entire row of ten crosses and then pointing to those in the second row singly, counting thus: "Ten, eleven, twelve, thirteen." The central idea in this may be embodied in practice with the abacus, with bundles of sticks, etc. One danger in *borrowing* devices is that certain precautions taken by the originator are not taken by the borrower. Miss B. is very careful to avoid the confusion in the child's mind that counting exercises sometimes occasion confusion between the ideas of succession and of number. Children sometimes get the notion that by "four things" you mean the *fourth thing*.

Miss S., who is an artist, spent quite a profitable afternoon in sketching on small pieces of manilla paper, objects corresponding with all the nouns her restless little boys ought to know. They appeared to be losing interest in their reading lessons, but the effect of this new device was magic. There were pictures enough for the whole class, but of course only the little boys that could keep their feet very still were to receive them. This announcement disclosed a marvelous and unsuspected gift on the part of all for the control of the feet. The pictures distributed, Miss S. wrote the word *dog*, and said: "All may stand that have a picture of a —," pointing to the word. About ten little boys jumped to their feet, and, to prevent the possibility of any child remaining in error, Miss S. continued, "You may show one another your pictures and see if every one has the same kind of a —," pointing again. A whispered conference with two or three of the slower children as to what they supposed those boys were showing added the charm of mystery to the proceeding, and the command, "Back to seats!" restored order and quiet, even to the *feet*, over which the faces evidenced a perfect despotism. Then another word was written and a similar course followed with it. The lesson ended with a rapid word-calling exercise. The following day Miss S. used the pictures again, and then put them away for next term.

Poisonous Plants.

Buttercups possess a poisonous property, which disappears when dried; no cow will feed upon them while in blossom. Every child should be cautioned against eating them; indeed, children should be cautioned about tasting the petals or putting leaves into their mouths. The oleander contains a deadly poison in its leaves and flowers. The flower and berries of the wild bryony possess a powerful purgative; and the red berries, which attract children, have proved fatal. The seeds of the laburnum and catalpa tree should not be eaten; and there is a poisonous property in their bark. The seeds of the yellow and of the rough podded vetches will produce nausea and severe headache.

Fool's parsley has tuberous roots, which have been mistaken for turnips, and produced a fatal effect an hour after they were eaten. Meadow hemlock is said to be the hemlock which Socrates drank; it kills by its intense action on the nerves, producing complete insensibility and palsy of the arms and legs. In August it is in full bloom in every field, by the seashore, and near mountain tops; children often gather large clusters of the tiny white flowers without the least idea of their poisonous qualities. The water hemlock, or cow bane, resembles parsnips, and has been eaten for them with deadly effects.

The water dropwort resembles celery when not in flower, and its roots are also similar to those of the parsnip, but they contain a virulent poison, producing convulsions, which end in death in a short time. The fine leaved water dropwort and the common dropwort are also dangerous weeds.

Oral Geography for Third Year Pupils.

OUTLINES OF WORK DONE IN NILES PUBLIC SCHOOLS.

1. Errors to be avoided.
2. Directions, compass, north, south, east, west; right, left, front, back, up, down, on, over, under, in, to, towards.
3. Slate map of table-top, desk, room. Blackboard map of same. Locate object on map and have pupils get familiar with directions.
4. Develop terms, long, wide, deep, thick, high, broad, narrow. Get idea of distance in inches, of foot, yard, mile.
5. Bound school-rooms, school-yards, etc.
6. Name of town, street you live on, on which you go to school, post-office and principal buildings, including school-houses. Map of corporation, township, county.
7. Surface of school room floor, yard, town, surrounding country, level or sloping, hill, mountain, plain. Get out into nature.
8. Water, still, running, why running? boats, waterfall (why so called.) Tell of Niagara, Sault St. Marie, etc. Develop spring, brook, creek; read Alex. Frye's "Brooks and Brook Basins,"

rivers, brooks, ponds, lakes, oceans.

9. Island, peninsulas, capes, isthmus, use "Bancroft's Pictorial Chart." Have children find all these in nature.
10. Soil; sand, clay, gravel; fertile or barren. Rocks, slate, sandstone, marble, (coal?)
11. Trees; apple, cherry, hickory, chestnut, walnut, buckeye, maple, oak, etc. Leaves; fruits; apples, cherry, nuts, cocoa, etc.
12. Study an apple; how are the seeds arranged, etc? plum, orange, lemon; compare them.
13. Grain in this locality; wheat, oats, rye, corn, use? Rice, etc.
14. Vegetables, potatoes, tomatoes, cabbage, peanuts. What things are conducive to growth? Sun, light, rain, snow, clouds.
15. Liquids, water, juices, molasses, (sugar) coffee, tea, poisons.
16. Plants for clothing, flax, cotton, hemp, silk-worm.
17. Animals, domestic, wild, birds, reptiles, insects. See pictures in "The Living World." Read from Johonnot's "Natural History Readers." Mrs. Tenney's "Young Folks' Pictures and Stories of Animals." Kingsley's "Water Babies." Uses of animals, peculiarities; how many toes has a cat?
18. Occupations.
19. Races of men.
20. The earth a sphere.
21. Motions of earth, time, seasons, clocks.
22. State, officers, government, laws.
23. Books must tell of places we cannot visit.

A Modern Pilgrimage.

Of all recent ideas none is of greater attractiveness than the "Pilgrimage," attempted by the University Extension Society under the direction of Mr. Lyman Powell. The summer meeting of this society will be held from June 30 to July 28, at Philadelphia. The courses of study are to be, as usual, in political economy, history, literature, and science. The success of the 1893 series of Saturday excursions to historic spots near Philadelphia, such as Germantown, Brandywine, and Valley Forge, decided the committee in charge, not only to continue such day trips throughout the summer-school meeting, but, after it, to arrange a pilgrimage of ten days along Washington's itinerary. Accordingly, the Pilgrims will assemble on Saturday, July 28, in Independence Hall, Philadelphia, to commemorate the election, June 15, 1775, "of George Washington, Esq., to command all the Continental forces raised or to be raised for the defence of American liberty." The next day the chimes of Christ Church, the same that in 1776 responded to the Liberty Hall bell, will invite worshipers to occupy the pews of Washington, Lafayette, Franklin, Jay, Jefferson, Henry, and the Adamses, and to listen to Dr. Ellis Stevens, who will discourse on the duties of patriotism. Monday morning the travelers are to take the Colonial Express for Boston, where, the next morning, they will meet on the Common and proceed to visit every point of historic interest, not forgetting Bunker Hill. Addresses will be delivered in the Old South Church by Dr. Edward Everett Hale and by Colonel Thomas Wentworth Higginson. Wednesday the Pilgrims will meet under the Old Elm in Cambridge, where, July 3, 1775, Washington assumed command of the American forces. It is hoped that President Eliot will be present to welcome the Pilgrims, as his predecessor did General Washington. At all events, under the ciceronage of Messrs. Higginson, Justin Winsor, and John Fiske, Cambridge will be well seen, and a reception will be held at Craigie House, Longfellow's residence. The British line of march will then be followed to Lexington. At Concord, Mr. F. B. Sanborn will deliver an address, and next day, at Salem, the Hon. Robert S. Rantoul. The Pilgrims will be entertained by Senator Lodge at Nahant, and the next day Plymouth will be visited. On Saturday the travelers journey westward (stopping at Pomfret to see the house of Israel Putnam) to Fishkill, Baron Steuben's headquarters. Sunday will be spent in Newburg, where Washington refused a crown, Monday at West Point and Tarrytown, and Tuesday in New York. Brooklyn and the site of the battle of Long Island, Princeton, and Trenton will close the pilgrimage.

—The Outlook.

A Few of Our Noted Patriotic Poems.

Anonymous.—Independence Bell.
Bryant.—Song of Marion's Men.
Drake.—The American Flag.
Bret Harte.—John Burns of Gettysburg.
Hemans.—Landing of the Pilgrim Fathers.
Holmes.—Lexington, also Old Ironsides.
Key.—The Star Spangled Banner.
Whittier.—Barbara Frietchie, Astrea at the Capital, The Slave Ships.
Longfellow.—The Courtship of Miles Standish, Evangeline, Paul Revere's Ride, The Ship of State.
Thomas Buchanan Read.—Sheridan's Ride.
 —Pathfinder in American History.

Supplementary.

For Grandpa's Sake.

My grandpa went to war long years ago—
I never saw him, but they told me so,
And how, after a battle, the news came,
Among the "missing" was my grandpa's name.
They never heard of him again, they said,
And so we know that grandpa must be dead;
And when I think of him, so good and brave,
I wish we knew where he had found a grave.
When Decoration Day comes, every year,
I feel so sad, and sometimes shed a tear,
To see the soldiers' graves all spread with flowers.
While grandpa cannot have one rose of ours.
So if some little Southern girl should know
A nameless grave where never blossoms grow,
I'd love her so, if there some flowers she'd lay,
For Grandpa's sake, this Decoration Day.

—*The Youth's Companion.*

Recitation for a Little Boy.

I shall one day be a unit
In the number of good men,
Did you say "perhaps a cipher" ?
Well, I'd be worth something then.

(Child draws oblong on the board, the number 1,000 in the upper left hand corner.)

Here is a precious treasure,
A thousand dollar bill !
One zero thinks he'll run away,
And scampers down the hill.
(Child erases cipher to the left.)
Oh, what a pity that he got
That notion in his head,
I had a thousand dollars,
I've a hundred now instead.
Another cipher, we saw him go
And followed at his heels.

(Erases another cipher.)
Dear me ! when hundreds turn to tens,
How blue a fellow feels !
Another played the truant :
(Erases another cipher.)
He did it "just for fun,"
But of my thousand dollars
There's left to me but one.
So ciphers are no small account
And if I grow to one,
You'll find me always at my post
Until my work is done.

—*Selected.*

If a Body Finds a Lesson.

Tune: "Coming Thro' the Rye."

If a body finds a lesson
Rather hard and dry,
If nobody comes to show
him,
Need a body cry ?
If he's little time to study
Should he stop and sigh ?
Ere he says: "I cannot
get it,"
Ought he not to try ?
If a body scans a lesson
With a steady eye,
All its hardness he will
conquer,—
Conquer bye and bye.
Then how neatly he'll re-
cite it,
Face not all awry.
Ne'er again he'll say: "I
cannot!"
But will go and try.

—*Educational Journal,*
Toronto.

A Dialogue.

(FOR A BOY AND GIRL)

By MARY A. GEIST.

(Jenny sitting in a chair practicing on some small instrument.
Enter Johnny, whistling.)

Jenny.—Johnny, will you do me a favor ?

Johnny.—Let's hear it first.

Jenny.—Will you please go and tell mamma that Mrs. Wells' little girl was just here, saying that her mother is sick.

Johnny.—All right. (Walks out slowly.) Mrs. Sick is well ? Mrs. Well is sick ?

(Jenny plays some pretty tune through to the end. Enter Johnny.)

Johnny.—Say, Jen, ma says she doesn't know who Mrs. Sick is.

Jenny.—Neither do I. I didn't mention any Mrs. Sick. I told you to tell her that Mrs. Wells, who lives on the corner, is sick.

Johnny.—Well, I'll go back and tell her that Mrs. Corner who lives in the well, is sick. Is that straight ?

Jenny.—Why, no, you stupid boy ! It's Mrs. Wells, who lives on the corner. I'm sure you've seen her lots of times.

Johnny.—I don't remember seeing anybody whose name is Sick, Well, Corner, and I don't know how much more.

Jenny.—Oh, Johnny, what shall I do ? Do you know what street you live in ?

Johnny.—I guess so. It's Spruce street, isn't it ?

Jenny.—Well, then, tell mamma that Mrs. Wells who lives on the corner of Spruce street, is sick.

Johnny.—Well, I'll see how I get along. Mrs. Spruce, who lives on the corner of Sick street, is well.

Jenny.—Listen to me, Johnny. Mrs. Wells who lives on the corner of this street, Spruce street, remember, is sick.

Johnny.—Mrs. Spruce, remember who lives on the corner of Wells street, is sick. Have I got it right now ?

Jenny.—Say it again, will you ?

Johnny.—Mrs. Remember, who lives on the Spruce, near the well, is sick.

Jenny.—Johnny, I'll have to go myself.

Johnny.—I wish you would. This is worse than studying a lesson.

Jenny.—Will you go if I write it on a piece of paper for you ?

Johnny.—You don't suppose I'm a baby, do you ? Catch me going with a piece of paper !

Jenny.—If you'll remember it now, I'll tell you over again, because I'd so much like to finish my practicing. I'll help you with your arithmetic if you'll go.

Johnny.—I don't want to go, but if you'll say the whole string over again, I'll see what I can do.

Jenny.—Mrs. Wells who lives on this corner, which is Spruce street corner, is sick. Now, try again, Johnny.

Johnny.—All right. I've got it now. Mrs. Spruce who lives on the corner, corner of Wells street, is sick. (He rushes out.)

Jenny.—Oh, that boy ; I do believe he's teasing me. I'll have to go myself. (Exit.)

"A lady in a feed store measured two pecks for a bushel, and then excused herself by saying that she was not used to measuring grain, but had always been engaged in teaching school."

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COME, COME AWAY.

GERMAN.

Allegro.

1. O, come, come a-way, From la-bor now re-pos-ing, Let bu-ay care a-while for-bear, O
2. From toil and from care, On which the day is clos-ing, The hour of eve brings sweet re-prive, O
3. While sweet Phil-o-mel, The wea-ry trav'-er cheer-ing, With eve-ning song her notes pro-long, O

come, come a-way. Come, come, our so-cial joys re-new, And there with trust and friend-ship, too, Let
come, come a-way. O come where love will smile on thee, And round the heart will glad-ness be, And
come, come a-way. In answ'ring song of sym-pa-thy, We'll sing in tune-ful har-mo-ny Of

true hearts wel-come you, O come, come a-way.
time fly mer-ri-ly, O come, come a-way.
hope, joy, lib-er-ty, O come, come a-way.

The bright day is gone,
With silv'ry light illume the night,
O come, come away.
We'll join in grateful songs of praise,
To Him who crowns our youthful days,
With health, hope, happiness,
O come, come away.

Editorial Notes.

A Belgian teacher quotes, in the *Journal des Instituteurs*, a letter which he received from the burgomaster of a village in which he was seeking to be employed. The translation of the letter will interest many American teachers who know of or have had similar experiences. It runs thus:—"I know you are the most deserving candidate, but we are obliged to appoint M. G—, or we shall be beaten at the coming election. His family has much influence about here, and he is paying his addresses to the daughter of a councillor who has twenty votes at his disposal. Now, our majority at the last election was only fifteen. I know people say that G— is not a capable teacher, but what can we do?"

Dr. Chauncey M. Depew will address the students of the University of Virginia, of which Thomas Jefferson was the founder. This is the first time a Northern Republican has ever been invited to take so prominent a part in the anniversary exercises of that ancient institution. Some day everybody will know that the war is over and that North, South, East, and West are all one united country.

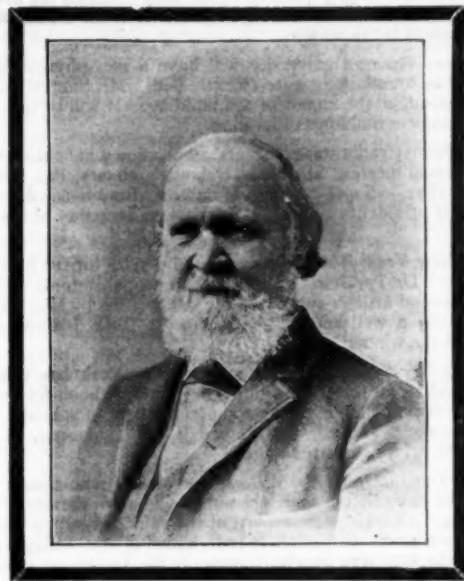
The "small boy" is held responsible for a new definition of a bee-line, which he says is "the line a feller makes for home when a bee's stung him.

"No more sympathetic minister of education has ever taken office at Whitehall than Mr. Acland," writes the London *Journal of Education*. " Himself an ex-schoolmaster, he realizes the wisdom, the real need, of schemes that may strike a less practical man as Utopian. In a neat little speech he dwelt upon the degrading sights and sounds which too often surround the children; hence the greater need for making school bright and attractive, a healthy counter influence to the home and the street. The opening of picture galleries, museums, the arrangement of free concerts, are not of themselves sufficient; we must teach our children to appreciate these things, else the efforts already made will be vain. The education department has worked hard to improve structures; for his part, Mr. Acland would like to see the great bare spaces on the upper walls filled with reproductions of friezes, pictures of the seasons and such like, which should be to the children the beginning of an education in form and color when they raised their eyes. As the day seemed far off when each school should have its own museum, groups of schools possessing a central hall filled with pictures, casts, objects of art, seemed the next wisest plan, and had his hearty sympathy. He heartily shared the idea of William Morris that, no more than education, than liberty itself, should art be for the few."

The efforts of THE JOURNAL to keep its readers informed regarding all important announcements of the National Educational Association has received hearty approval. The New England *Journal of Education* writes: "THE SCHOOL JOURNAL is to be commended for the sacrifice of four full pages to a display of the special roster, program, etc., of the N. E. A."

Leading Events of the Week.

Two Baltimore regiments sent to subdue striking miners.—The new cruiser *Marblehead* ordered to Bluefields.—Crispi's ministry resigns; King Humbert will probably recall his premier.—The National Reform Union favors the abolition of the British house of lords.—The sugar schedule proposed by the Democrats adopted by the senate; the passage of the tariff bill practically assured.—The fiftieth anniversary of the organization of the Young Men's Christian Association celebrated by the convention in London; Sir George Williams, the founder, honored.—Insurgents in Corea demand the expulsion of all foreigners; the insurrection spreading.—Lord Rosebery's horse Ladas wins the Derby.—Lands submerged and crops ruined by the rise of the Columbia river.—Death of Prof. W. D. Whitney, the eminent philologist, of Yale college.—The Hawaiian government takes formal possession of Neckar island.—The U. S. cutter *Bear* reported to be fast on the rocks in the harbor of Sitka.—President Cleveland signs the bill for the building of a bridge across the Hudson river at New York; work will probably begin soon.—The U. S. asks Spain to return \$4,500,000 unlawfully collected in duties in Cuba.—West Point cadets show their skill with rapid-fire guns.—Fifteen Coxeyites drowned by the overturning of a boat in the Platte river.—The senatorial investigating committee obtains evidence of gross corruption in the administration of the New York police department.—Reported uprising of Indians in Southern Alaska.—The German monetary commission reports that "the government has become convinced of the theoretical correctness of bimetallism, although it recognizes the impossibility of Germany's undertaking, single-handed, the rehabilitation of silver."—Muley Hassan, the sultan of Turkey, dies suddenly of malignant fever.—Hawaii's constitutional convention decides on a republican form of government, with a president, a cabinet of four ministers, an advisory council, and a senate and house of representatives; all voters must abjure monarchy.



William Dwight Whitney.

Professor William Dwight Whitney, of Yale, who in a recent issue of THE JOURNAL was reported dangerously ill, died on May 25. Death came peacefully while the veteran teacher was surrounded by the members of his family.

Prof. Whitney was born in Northampton, Mass., in 1827. After being graduated from Williams college, in 1845, he became a clerk in the Northampton Bank; while in this position he devoted his time outside of business hours to the study of language and natural history, and made a fine collection of stuffed birds, which is now in the Peabody Museum at Yale. In 1848 he went to Wisconsin to participate in a geological survey, and went to New Haven the next year to engage in the study of philology under Prof. Salisbury, in company with Prof. Hadley. He completed his studies in Germany—where he spent three winter semesters under Prof. Weber, at Berlin, and two summer semesters under Prof. Roth at Tübingen. After visiting Paris, London, and Oxford, he returned to America and engaged in the work of publishing the manuscript of the *Atharva Veda*, which was, however, not completed for over a decade.

In 1854 he was elected professor of the Sanskrit languages at Yale, and in 1855 became librarian of the Oriental Society. In 1870 the title of his professorship was changed to that of comparative philology.

He organized the department of modern language in the Sheffield Scientific school, when that institution became really established in 1862, and, until a few years ago, he continued to be connected with that department. As a result of these labors he prepared a series of text-books for the Study of German, that are widely used in this country.

In 1864 Prof. Whitney sprang into national prominence through his lectures at the Smithsonian Institution, Washington, and at the Lowell Institute, Boston, on "Language and the Study of Language." They were closely followed up by his writings for the International Scientific Series on "Life and Growth of Language." He devoted much attention to Sanskrit, grammatical literature, and Hindu astronomy. He was elected one of the editors of the great Sanskrit lexicon, published at St. Petersburg. His general Sanskrit grammar and his two volumes of essays under the title, "Oriental and Linguistic Studies," were next published. The latter included (1) the *Veda*, the *Avesta*, and the Science of Language, and (2) the East and West Religion and Mythology, Orthography, Phonology, and Hindu Dictionary. His greatest monument is the *Century Dictionary*, which was prepared under his supervision.

Prof. Whitney received the degree of Ph. D. from the University of Breslau, the degree of J. U. D. from the University of St. Andrews, Scotland, and other honorary degrees from the Asiatic societies of Great Britain, Germany, Dublin, St. Petersburg, and the Institute of France. He had held the position of Salisbury professor of Sanskrit and comparative philology at Yale, the chair founded by Prof. Salisbury, the old instructor of Prof. Whitney. He taught in the academic department after his return to Yale in 1854, and in the scientific department after 1861.

Paul Bourget, the well-known novelist, and Albert Sorel, the historian, were recently elected members of the academy, to fill the vacancies caused by the death of MM. Ducamp and Taine. No votes were cast for M. Zola.

The *Revue Pedagogique*, Paris, for May contains the first of a series of articles on elementary instruction in the United States. E. Levasseur is the author.

Western Reserve university will have a new physical laboratory. The foundations were recently laid. Mr. Samuel Mather, of Cleveland, is the donor of the building. It will be one of the most complete buildings of its kind.

The Pennsylvania state teachers' association will hold its thirty-ninth annual meeting at Media, Delaware county, Pa., July 3, 4, and 5, 1894. Supt. Samuel Hamilton Braddock, Alleghany county, is president; Supt. J. P. McCaskey, secretary of the organization.

The New York *World* lately offered a prize for the best short article on "Dr. Parkhurst's System of Municipal Reform." Of over two thousand articles submitted the one written by Miss Caroline B. Le Row, a well-known contributor to THE JOURNAL, was declared the winner.

Zion's Herald says that the state of New York has enacted a law providing for the establishment of training schools for teachers in every city or village having a superintendent of schools. This is a mistake. The bill was vetoed by the governor, as THE JOURNAL wrote some time ago.

The Toledo, Ohio, *Daily Blade* devoted a whole page to the Memorial day celebration in the public schools of the city. "The exercises," it says, "were typical of the spirit pervading the public schools where patriotism is ever honored and fitting respect paid to the men who fought to preserve the nation an undivided republic."

Prof. Edward Orton, of the State university, of Ohio, has succeeded in unearthing in good condition the skeleton of a mastodon found in a swamp deposit near Selma, Clark county, O., and it will be placed in the university museum. This is the third one found in the same vicinity. The bones are said to weigh 1,700 pounds.

Prof. Clarence E. Meleney, of the Teachers college, New York city, gave a talk on "Co-ordination of Studies in the Elementary School" before the Haugatuck Valley, Conn., Teachers' association on Saturday last. Prof. Meleney's plan will be tested in the Horace Mann school. An article describing it will appear in a later issue of THE JOURNAL.

The supreme court of New Jersey has handed down the decision that women have no right to vote in New Jersey, and that wherever they exercise the right of suffrage it is an illegal assumption of power. What effect this decision may have on the school elections at which the women of New Jersey have been voting for some years cannot be foretold. It opens the door, however, to innumerable contests.

Prof. V. Prettyman, formerly at Carlisle, Pa., E. H. Castle, of Harvard, and Miss K. M. Cochrane, a Vassar graduate, who taught five years at Albion, N. Y., have been appointed instructors in the academical department of the Teachers college. Miss E. L. Zeigler, of Brookline, Mass., has been engaged as practice teacher. Messrs. John F. Rugar and Chas. E. Bikle will visit Prof. Rein's seminar at Jena. Pres. Hervey who is at present at Jena will soon return.

The recently published statistics of the eastern republic of Uruguay for the year 1892 is at hand. 904 schools have reported, of which 491 are supported by public funds. Among the 879 public school teachers were 175 foreigners. The total number of men engaged in the schools was 259, that of women 620. Almost three-fourths of the teachers hold national diplomas. Of the 67,000 children enrolled in the schools 55,953 attended the public schools.

Referring to the decision of the University of Virginia in favor of co-education which throws the academic course open to women as well as men, the Philadelphia *Record* says: "This is the first instance in which a Southern university has granted such a concession." Is the *Record* right? It seems to us there is a university in the sunny South that has been open to women as well as men for some time. At any rate Virginia has made a progressive move.

At the last meeting of the corporation of the University of the City of New York degrees were voted to twenty-eight graduating students of the college of arts and sciences and twenty-five of the school of pedagogy, and twenty-four advanced degrees to the graduates of the school of engineering. A minute was adopted concerning the death last Saturday of Dr. Jerome Allen, dean of the School of Pedagogy. The building committee reported that work would be pushed night and day on the Washington square building so that it will be ready for occupancy by October 1.

THE JOURNAL some time ago referred to the burning of the Engineering Laboratory of Purdue university. Since then the untiring efforts of the president and the co-operation of the board of trustees have made available large sums of money and the work of rebuilding has begun. Not only will all that was lost be

restored, but many additions are to be made. The importance of the locomotive work that originated at Purdue has been especially recognized. The needs of other departments of laboratory work however, have not been overlooked.

Prof. Charles F. Kroeh, of Hoboken, N. J., will conduct a school of modern languages at Point o' Woods, Great South Beach, L. I. He has occupied the chair of languages in the Stevens institute of technology since it opened in 1871, and he is a most successful teacher. As in other summer schools the method of instruction will be conversational. The unique feature of this course will be the use of Prof. Kroeh's living method which confers on the learner the power to *think* in the language he is studying. Normal classes for teachers will be formed.

Miss Miller's address on "The Youthful Idea," before the Dubuque, Iowa, Teachers' Association, was a masterly effort. She pointed out clearly that what a teacher really needs is *first*, to have a definite ideal in his mind; *second*, to have definite ideas of the needs of the child, and *third*, to be familiar with the means proposed by modern educational thinkers to supply these needs. "Let him study the principles upon which method is based and make them his own," she urged. The truth that teachers must be acquainted with the history, principles, method, and civics of education is every day gaining wider hearing. Let the good work go on!

Last month the foundation was laid at Rock Hill, S. C., for the Winthrop Normal and Industrial College for Women, which will be one of the largest buildings for the instruction of women in the United States. The Winthrop normal school of Columbia will be incorporated in it, and the industrial feature will be added. "There will be," as Governor Tillman said in his address, "no conflict or rivalry between the normal and industrial departments. In fact, the normal students will be required to take industrial training in order that manual training may be taught by the Winthrop graduates in our free common schools, when this feature shall be grafted on to our school system, as we hope to see done ere long."

Williams college had in its freshman class a young prince of the Vei tribe in Liberia, who hoped to gain there a thorough education to fit him for the government of his people, but was recently called back to his home to assume the throne. It seems his return is to put an end to the strife between different factions, one of which is headed by his uncle, who has practically usurped the power. With him will return another prince of the same tribe, who came here as representative of the people to the World's fair at Chicago. It was his desire also to obtain an education, and he has succeeded in securing a short course of study in Nashville, Tenn. Both Liberians expect to return some time in August or September.

The recently issued annual "class book" of the senior class at Yale contains some surprising facts concerning the expenses of the college boys. This part was written by the editor, W. Joseph Tilson, of Clear Branch, Tenn. He says: "It is a recognized fact that it is getting to be harder and harder for a poor man to get through Yale. Yale is giving up her boasted democracy." The tabulated list of statistics places the average expenses of the freshman year at \$961; sophomore year, \$1,009; junior year, \$1,213; and senior year \$1,253. The highest figure given for a year's expenditure is \$4,000 and the lowest \$135. The class numbers 214, and among them are only six "phenomenally rich" men's sons.

Dr. Edward R. Shaw, the new dean of the School of Pedagogy of the University of the City of New York, has recently left for Europe. He intends to make a special study of the working of the teachers' training college at Cambridge (Miss Hughes, principal) and of the public schools of London, whose exhibit at the World's fair attracted much attention. From England he will go to the continent to examine the pedagogical museum at Brussels and the educational exhibit at Antwerp's World's Exhibition. to visit Prof. Rein's world renowned seminar and summer school at Jena, and to go from there to Leipzig, Zurich, Paris, etc. He will return in the fall and bring back large quantities of educational material for the School of Pedagogy.

The London *Journal of Education* referring to "A Class in Geometry," recently published by E. L. Kellogg & Co., writes: "Mr. George Iles is not a professional teacher, but as an amateur he has something to teach us. He has been trying to make Euclid palatable to some little boys, and has hit upon some ingenious and original illustrations, many of which might be of considerable value for scientific object lessons. From a chess-board and some problems in fence-making, for instance, he elucidates the fact that areas vary as the square of the linear dimensions, and from a pile of cubes that the masses vary as the cube. Thence he gets out the reason why small cinders go black quicker than large ones, why large bubbles race smaller ones, why big ships are the fastest, why coffee is ground for boiling, why all bridges are not built in one span, why dust and mist float, why rivers carry mud, why very small animals have no lungs, and why cacti are

the shape they are. Altogether it is a very pretty and interesting list of deductions."

Miss Isabel H. Floyd has contributed a bright and sensible article on woman's suffrage to the Wilmington, Del., *Every Evening*. It is entitled "A Reform Against Nature." She points out in unmistakable terms that the ballot would but serve to demoralize woman and lead her out of the sphere which nature has provided for her pursuit of happiness. "We believe," she writes, "that woman is entitled to every right that is inherent in her nature—no more. Difference in sex is more than 'merely structural,' as some of our advanced suffragists assert—it is one of the fundamental laws of our being. Let woman unsex herself, and in the eyes of her fellow-man she loses her chief charm, and in her own she suffers tangible loss of self-respect. Not even for the sake of mankind at large must she break this unwritten law of sex-boundary."

Thomas Jefferson was so enthusiastic an admirer of the French philosophers, particularly Rousseau, that he proposed to bring the whole University of Geneva, professors and all, to this country. He did not carry out his plan. Now we hear of the arrival of a Rev. Father Bertrand of the French Dominicans, from France, to make arrangements for the reception of the priests and faculty who will come from France later in the season to occupy the new Dominican seminary at Sherman Park, Westchester county, N. Y. They come at the invitation of Archbishop Corrigan, and will open the new seminary in September. Importations of whole schools is, indeed, something out of the usual run. Do they expect to be able to teach our youth to become good American citizens? The spirit of the American constitution is not caught on the wing. Teachers who are not thoroughly conversant with the institutions of this country will hardly make desirable educators.

"The foremost state in the Union," the *Outlook* writes, "seems at the tail end of the procession in some departments of educational progress. The superintendent of public instruction for New York state, in his report for 1894, says the licensing of over five-sixths of the entire teaching force of the state is virtually placed in the hands of the school commissioners. These persons are elected without any regard whatever to educational qualifications, and the state annually appropriates \$115,500 to pay their salaries. At a recent examination in spelling conducted by one of these officers for a district comprising 150 teachers, the word 'mushous' was announced. The teachers were unable to write this word as pronounced till one bright candidate asked if the commissioner did not mean 'mucus.' Another word given out was pronounced 'massa-cree'; another 'barrin.' This last was pronounced in such a manner that the candidates spelled it 'barn,' 'barron,' 'baron,' and 'barring.' The commissioner was asked what the word meant. He said that he did not know, unless it were 'barrin out.' He then announced the word 'Briton.' The teacher asked if he meant the noun or the adjective. He looked again at the question-paper, and replied that he did not know. 'Comment is unnecessary.' This is a sorry but the true state of affairs.

The Boston correspondent of the *Critic*, referring to the twenty-fifth anniversary of Dr. Eliot's entrance upon the presidency of Harvard university, writes: "As president, Mr. Eliot has certainly had a most remarkable success, due entirely to himself, and therefore the more to his honor. When he first took the position there was much doubt about the ability of a young man—for he was then but thirty-five years old—to fill so important a position, and his friend, Judge Richardson, of the court of claims, has told in an interesting article about the discussions held by the board of overseers at the time his name was brought before them. Judge Richardson also described a fact which very few people know—namely, that Mr. Eliot, a few years earlier, might have been superintendent of the great mills of the Merrimac manufacturing company, at a salary of \$5,000 a year, but that he refused that tempting offer in order to continue in the line of educational work he had mapped out for himself. A little later his reward came in the presidency which he now holds. With one exception, that of Edward Holyoke, who was president for thirty-two years, President Eliot has served longer than any other executive of Harvard college. Under his care the university has advanced every year, illustrating in its progress his magnificent executive ability, his progressive ideas, and his firm, convincing adherence to the best principles of education."

Supt. Layne, of Evansville, Ind., has resigned his post. The schools have made considerable progress in the eight years of his administration and at present rank among the best in the state. The presidents of DePauw and Indiana State universities and the State normal school at Terre Haute have written letters highly eulogistic of the preparation the Evansville boys and girls receive in the schools.

The new superintendent, Mr. Wm. A. Hester, is an energetic and progressive teacher who is thoroughly devoted to his profession, and has already made a splendid record as an educational leader. He was born at Indianapolis in 1858, received his elementary schooling at Lawrenceburg and Madison, Ind.,

and after passing the preparatory department of Brookville college, entered Moore's Hill college, of which his father was president. He was graduated from DePauw university with the class of '81, and since then has been engaged in teaching. After conducting country schools he was principal of the Owensboro, Ky., high school for nine years. In '91 he was appointed principal of an Evansville school, which position he held until elected to his present post. The superintendency came to him unsought and without any effort on his part to secure it. The school-board deserves credit for its wise selection. The schools in the country are in need of superintendents who are at home in the history, theory, and practice of education and possess the qualities that make them leaders and advisors of teachers.

Dr. J. Colton Lynes, late of Thomasville, Ga., has sent us some bright suggestions to parents showing how *not* to build up a school. Here are some of them:

"We repudiate the idea that teaching is as much a profession as law, medicine, or bird-dog training. New York wastes money on her normal schools—anybody can teach school."

"We believe that the success of schools depends on the number of isms found in it, and the frequency of the change of teachers."

"We do not favor any new fangled notions. We think that a knowledge of the three R's are enough for a boy. Grandfather came here on an ox cart; the vestibule is a trick of the 'furriner.'"

"We believe that teachers can do just as good work without as with apparatus, maps, globes, charts, or blackboards."

"The opinion that a want of attendance and punctuality retards the progress of the pupil and injures the school is a mere assumption."

"We mutually pledge ourselves never to visit the schools. We may overawe the teachers and 'scare' the children. We denounce as dangerous to the liberty of our children any parent who shall visit the schools either to encourage the teachers or to ascertain the truth of statements made by the pupils."

"We accept with implicit faith any statements made by pupils, and allow them to stop school at their pleasure."

A review of the work of the London Society for the Prevention of Cruelty to Children—has just been issued. It covers ten years and shows that in this time 109,364 children have been affected by the work of the society. Parents and others to the number of 6,973 have been convicted for terms of imprisonment which amount to 1,108 years and fines have been inflicted of which the total £2,023. Of the total sum 25,000 children were sufferers from violence "from boots, crockery, pans, shovels, straps, rope-thongs, pokers, fire, boiling water, and any weapon which came to the reckless and vengeful hands which owned them." Following these came 62,889 sufferers from neglect and starvation, "miserable with living irritations and filth, shivering, ragged, nigh naked, pale, limp, feeble, faint, dizzy, puny, sinking, famine-stricken, dying." In 710 cases the ill-treatment suffered ended fatally. "The society obtained its information," says the reporter, "too late to make their wicked parents cease from troubling, and its sole and miserable success was in punishment." Next come 12,663 children "exposed to suffering to draw the lazy and cruel charity of the street to those who were responsible for their pallor, emaciation, and cough." Lastly, "3,205 little slaves of improper and hurtful employment and dangerous performance, and child monstrosities in traveling shows, acrobats at fairs, trapeze and tight-rope performers in circuses, toilers with burdens too heavy, and sufferers by various other wrongs." The report points out, in order the better to impress the fact on the public mind, that could the children be arranged in a procession, that terrible pageant of cruelty would be "sixty miles long and would take twenty-four hours to pass."

Supt. Draper will soon bid good-bye to Cleveland to enter upon the presidency of the State university, of Illinois. In a letter to Hon. H. Q. Sargent, the progressive school director of Cleveland, he says in substance:

"About two years you did me the honor to name me to this position. I had not sought it, for I saw its importance and recognized its possibilities. A local revolution had brought a unique plan of school management into being, with new officers to administer it. Much was expected here, and thoughtful people in other large cities began to look on with interest. New ideas were to be carried into effect and new policies were to be formulated and set in operation. The teaching force was to be set free from partisan or other unworthy influences and put upon the merit basis as well as aroused and given greater liberty of action; pupils were to be managed upon a different theory; the course of study was to be enriched and the instruction put upon modern and more aggressive lines. Two years are not sufficient to do all that needs to be done in these directions, but the unlimited authority conferred by law upon this office had made many changes and considerable progress possible. The results are already apparent to a degree, but will be much more so in time to come than now if the general policy which has been inaugurated is continued, for school administration is not a matter of accident or chance, but of opportunities, organization, and procedure."

Mr. Sargent's reply is warmly eulogistic of Supt. Draper's administration and deeply regrets his resignation. "I am convinced," he adds, "that a most desirable re-organization has been effected and that rapid progress has been made in the right direction, and I shall exercise any power I have to ensure the continuation of the plans and policies already well entered upon."

The report on school finances shows a remarkable decrease in expenditures. The cost per capita was for the past year \$23.87 and for the year previous \$24.77, showing an actual decrease in the cost of educating each of the pupils in the schools of 90

cents, a saving of almost \$140,000. This is another proof that the amount expended is a poor basis for an estimate of the efficiency of a school system. Some city boards will do well to bear this in mind.

The Training of Teachers.

In the paper, "The Scope of the Normal School," by M. V. O'Shea, in the June *Atlantic*, some contrasts are drawn between our methods and those of certain countries of Europe:

In Prussia, at the close of the year 1889, there were 116 normal schools under the direction of the government, all of which were preparing teachers solely for the public elementary schools. No teacher can find a permanent position in these schools unless he possesses a diploma from one of the normals; and the effect of this is to draw into the schools only those who have had professional instruction. It must be granted that the work of the normal school, wherever found, and its relative position in a school system, must be determined by the character of the rest of the system, since it is not properly an institution of learning in itself, but a *training* school, designed to give healthy and wholesome direction to the schools that are concerned with learning in literature and in the arts and sciences. Now in Prussia, teaching is a life business, and the teacher is a state officer, who receives a pension when he becomes incapacitated by age for profitable labor. The Prussian government is able to determine approximately how many teachers will be needed for the schools each year, and it can so order the normal school work as just to supply these needs.

In our own country, of course, there is no such certainty; for no one has any idea how many new teachers will be needed at any given period, since very many of those employed at any time are only working under a sort of compulsion, looking forward to some fortuitous circumstance, such as marriage or a favorable business opportunity, to release them from their captivity. Our elementary schools, too, it seems, are not regarded so highly by the people at large as are the people's schools in Prussia, and consequently the social position of our elementary teachers is not so favorable in comparison; and this does not encourage teachers of talent to go into our common schools, but leaves the places instead to persons with scanty preparation and culture as well as a lack of native strength and ability.

In France there are now about 170 normal schools or "training colleges," that prepare teachers for the elementary schools only; while several higher training colleges, such as the well-known Ecole Normale Supérieure at Paris, in the Sorbonne, and chairs of pedagogy at Lyons, Bordeaux, and Toulouse, afford the teachers in the higher schools whatever professional training they get. In Prussia the departments of pedagogy in the universities afford opportunities to prepare for the higher positions. In Scotland the seven training colleges and the chairs of pedagogy at St. Andrews and Edinburgh prepare teachers for all grades of the schools; and here, as in Prussia, the state gives such protection and encouragement to its teachers as to lead all who enter the profession to remain there. In England the efforts of the forty-four training colleges are spent mainly in supplying the elementary schools with teachers, although work of a higher grade has been encouraged; and now Oxford and Cambridge are making provisions to prepare teachers for the higher positions. The normal school work in Austria and Hungary is much like that in Prussia, being made very definite because of the definiteness of the different phases of the school system as a whole.

In comparison with these countries it can be seen that the normal school with us has as yet a rather uncertain field of work, so far as the preparation of teachers for any particular grade of school instruction is concerned.

New York.

Secretary Melvil Dewey's annual report to the regents of the University of the State of New York for the year ending September 30, 1893, is ready for distribution. It gives an exhaustive, clear, and systematic review of the progress of secondary education in the state.

Mr. Dewey writes that for the first time he is able to report a free high school in every one of the 35 cities except New York, the Brooklyn boys' high school having been admitted to the university since the tables were made. Fourteen cities have more than one secondary school, Albany leading the list with 7, Brooklyn, Buffalo, and Troy having 5 each, Amsterdam and Rochester 4 each, Syracuse and Utica 3 each, and Cohoes, Lockport, Newburg, New York, Ogdensburg, and Rome 2 each.

Brooklyn is first in instructors, expenditures, and school property, while Buffalo is first in

students and number of regents credentials earned, as shown by the state grants. Albany, though fifth in population, holds first place in number of schools, second place in three, and third place in the other two columns. Rochester fourth in population, is also fourth in instructors, students, and school property, fifth in expenditures, and second in credentials.

Of the 210 incorporated villages in the state having over 1,000 population, 170 have regents schools, as have also 64 with less than 1,000 population. The 40 incorporated villages in the state with 1,000 population which have no regents schools are confined to 20 counties. As the normal schools are really of academic grade, though not on the regents list, Fredonia, Cortland, Geneseo, Brockport, and Potsdam have been omitted from the table, showing villages of 1,000 or over having no regents school, which reduces the number of counties to 15, or one quarter of the 60 in the state. Of these eight, or a majority, have only one village with 1,000 inhabitants which does not sustain a regents school. As West Troy, Theresa, and Monticello have been admitted to the university since that table was made, there is no county having more than three villages on the list except Queens with four, and Westchester with seven. Mr. Dewey rightly says: "Certainly any incorporated community of 1,000 people, with the inhabitants of the immediate vicinity, should be able to support academic instruction for the benefit of its children. The time is approaching when such facilities for secondary education will be required as a condition of incorporation just as much as smaller communities are required to maintain elementary schools."

The secondary school summaries given in the report show a most gratifying steady growth. The 95 academic departments of 1876 have grown to 283. The academies had been going down, from 147 in 1876 to 75 in 1888. In the past five years this decline has given place to a growth, from 75 to 118, due partly to the founding of new schools, but more to inducing existing institutions to raise their standards, improve their equipment, and secure admission to the university. In these five years the property of the 118 academies, not counting that of the 283 high schools and academic departments, has increased from \$3,695,696.61 to \$9,075,148.19, a gain of 145 per cent., though the tables show that as with the colleges our strict recent rules have scaled down many estimates. Expenditures for academic schools have increased from \$1,645,961.02 in 1888 to \$2,840,282.12 in 1893, a gain of 72 per cent. As the number of schools in the same time increased from 278 to 401, 44 per cent. average expenditure should be considered. This was \$5,878.43 in 1888 and \$7,100.70 in 1893, a gain of 21 per cent.

New York City.

A conference on "Art Education in the Primary Schools" was held on Saturday last at the lecture room of the Prang Educational company. A large number of supervisors of drawing, and of people representing art institutions were present, as well as many primary principals and teachers from all parts of New York city. Mr. J. S. Clark, of Boston, presided.

The program provided for the discussion of some of the strongest features of form study and drawing. Mr. W. S. Perry, of Pratt institute, presented the main points in the teaching of this subject, and made a strong plea for the study of beautiful objects in connection with all divisions of work.

Miss Stella Skinner, of New Haven, gave a lesson to illustrate how type forms should be presented in order that children may



ASBURY AVENUE, BATHING GROUNDS, AND WESLEY LAKE.

be led, through an observation of the types, to observe their usefulness, their beauty, and their many applications in practical life and in art. The desire was expressed to renew this discussion at a later date.

Asbury, Park, N. J.

Many people who have never seen Asbury Park have an idea that it is but a temporary settlement, used only in summer time because the ocean attracts visitors for their annual vacation. A genuine surprise awaits those who go there in July to attend the convention of the National Educational association.

From the middle of June to the first of September there is rarely a weekday without one or more excursions. There are times when from 100 to 150 carloads are landed in a single day, comprising from four to eight separate excursions, and with all these crowds it is rare to see a single arrest. This is accounted for by the fact that most of the organizations coming here are of a high moral and social standing. There is pleasure without debauch; intoxicants must either be brought along or surreptitiously obtained. The open temptation does not exist and the chief element of crime and disorder is wanting.

With all this crowd the common miseries of congestion are absent. There is beach enough to give half a million visitors lounging room, and clean, white sand enough for all their children and grandchildren to dig in and be happy. Within half a mile of the foot of Wesley lake there are facilities sufficient for ten thousand bathers each hour, give each one a private bath-house, suit, towels, and accessories. As many more may glide in cushioned, awning-covered boats over the beautiful lakes, and twice as many yet may sit in the pavilions or occupy the wide promenade at the very edge of the beach and have plenty of elbow room.

A Celestial Visitor Coming.

Halley's comet is again approaching us, although it is still so far away that it will not reach its perihelion, that is the point nearest the sun, until 1911. The diagram here given shows that it moves in an immense elliptical orbit; one end of which comes within 56,000,000 miles of the sun, the other being 3,370,000,000 miles away from it, outside of the orbit of Neptune, the most distant of the known members of our solar system. Although the comet had been known for many centuries it remained with Edmund Halley, an Englishman, to discover its periodical motion. He concluded that the so-called comets of 1531 and 1607 were the same body and predicted that it would appear again in 1759; this would make its period about 76 years. Halley was born in 1656 and had been dead seventeen years in 1759 when his prediction was fulfilled. The comet was last at its perihelion in 1835.

When nearest us this comet is a magnificent spectacle and in all ages has excited fear and wonder. In 1465 the tail reached out sixty degrees, or one-third of the distance across the visible sky. In 1835 it had a tail twenty degrees in length. In 1835 the head of the comet was described as resembling "the stream of fire which issues from the cannon's mouth after the discharge, when the sparks are driven backward by a violent wind." This body travels around the sun in a direction opposite to the planets, and hence astronomers conclude that it was not originally a member of our system, but was probably brought into its present orbit by the attraction of Neptune.

Garrett P. Serviss, the well-known astronomer, says: "It passed across the sky twelve years before the birth of Christ. It passed again when Nero was emperor; again when the first of the Antonines had just begun his pacific reign; again when the Goths were preparing to attack Rome, and yet again in the days of Diocletian. The advancing Huns beheld its transit in the year 373; and it was blazing in the sky when their great King Attila was defeated at Chalons in 451. Belisarius may have watched it as it swung across the heavens just after he had begun his victorious career in 530. It passed again while Mohammed was still worshipping the idols of his fathers in 608. The world saw the great index in the firmament again in 684, in 760, in 837, in 912, and in 989. It was on the noon mark for William the Conqueror in 1066. It returned in 1145; in 1223 it was thought to have predicted the death of Philip Augustus; in 1301 it was watched with astonishment from Iceland to China; in 1378 Chinese and Europeans once more recorded its transit in their annals."

Correspondence.

Vertical Chirography.

To the editors of THE SCHOOL JOURNAL:—I am not convinced that the essay in your issue of Feby. 10, "The Calligraphic Renaissance," has ended the discussion. The heading of that essay does not seem to be altogether appropriate, since, whatever the merits of the "Vertical" in brevity and legibility, the element of beauty of form scarcely enters therein. Not that this element should necessarily be considered, when the other two qualities are put in detriment; but, if the variance be slight, in those respects, between the "Vertical" and the "Oblique" systems, probably no objection would be raised to the addition of a superior grace. The curves of the "Vertical" are more of the circular order, when contrasted with the elliptic forms of the "Oblique." The former avails of the Roman, the latter of the Grecian, curve. This difference may be only vaguely noticeable in the pupil's earlier manuscript, but becomes more and more discriminated in approaching the perfect forms of each method.

The "Vertical" is the more legible; this appears to be due to the fact that no line of the "Vertical" lies over or above another, but that each stroke is laterally and longitudinally distinct; whereas, in the "Oblique," two or more lines or strokes, up or down, do have many of their points or parts within any one line of vision; that is to say, if "Vertical" lines are drawn through "Oblique" letters, these lines, each of them, cut several oblique lines at once.

Concerning the comparative facility and rapidity of the two methods, the decision is not clearly final, although the essay makes a strong case. If there is a weakness in its argument, it will possibly be detected in the regressive movements of the curves in the "Vertical," thereby forcing the use of the Roman or circular curve, thus compelling a rounder sway of the pen, as against the sharply elliptic curve needed in the familiar thrust of the "Oblique." I believe that it can, as asserted in the essay, be more quickly learned by the beginner. Still, that fact might be due to the easy roundness of the curves in the "Vertical," as opposed to the exactness of the oval required even in a careless exercise of the "Oblique."

As a phonographic reporter of professional reports, prior to my public-school teaching, the "methods" of that art availed of "vertical" and "left oblique" strokes, few of its strokes being of the "right oblique" found in the common longhand. This necessitated a change in the position of the pen, and it was held between the first and second fingers. From this practice, as you will discern, it was a facile step to use the same position in longhand. Since I became a teacher in a public school, I have always shown to my classes the "Vertical" and "Backhand" modes.

I offer these suggestions, not as a full analysis, but to solicit a strict scrutiny with respect to the "feeling" of awkwardness and slowness in "Vertical" writing.

WILLIAM H. SAMUEL, A.M., Ph.D.

The *write* angle is about fifty-two degrees, or thirty-eight degrees less than the vertical.

ALBERT C. HOPKINS.

What are the requirements of the McCleary law regarding the Chinese? A. C.

The law requires that in order to have the right to remain in this country Chinese must be photographed and register at the office of the U. S. collector. He must make affidavit that he was living in the United States before May 5, 1892, and has since lived here and that he is not a convicted criminal, or felon. A friend who has known him since May 5, 1892, also puts a paper on file in which he vouches for the applicant. Finally one of the photographs of the Chinaman is pasted in the lower corner of the affidavit. A description of the person registering is also added. This includes his height, complexion, color of eyes, scars—if any, etc. After going through with this legal form—so that he can be identified when necessary—he need have no fear that the United States authorities will attempt to send him back to China; he can also visit his native land and return to this country.

There are in the United States at present about 110,000 Chinese. As this law will prevent their coming, in future the number can increase only slowly. The greater number of Chinese are in the large cities, like New York and San Francisco—especially the latter. In San Francisco the authorities have to deal with a class known as the Highbinders, who correspond to our ex-convicts and street ruffians. The McCleary law requires that these characters shall not have the privilege of registering, but all must be deported. The lawless are trying various ruses in order to get the right of residence. On the Pacific coast there have been cases where they have registered more than once in order to obtain extra certificates to sell to the men who smuggle Chinamen over the Mexican and Canadian borders. So alike in features are the Chinese that it is often hard to tell them apart.

Would you kindly inform me of a prudent manner of acting in these circumstances. As the signal is given for the dismissal of school a child misses a coin which he has had a few moments previous in his possession. He has not left the vicinity where he was sitting and the fact that he had the money a few minutes before the bell for dismissal was rung is proven by no less than ten children.

How may the thieving one be found without wounding the innocent children's feelings?

Should a child be treated sternly for a short time after committing a grave fault; or should the same kindness after a correction of the fault be shown as was heretofore done?

By answering these queries you will greatly oblige a subscriber.

See "A Moral Exigency," page 646.

Thin and impure blood is made rich and healthful by taking Hood's Sarsaparilla.

New Books.

The Rev. Everett S. Stackpole, D. D., for some time a teacher in a theological school in Italy and since then extensively engaged in revival work in this country, has written a book entitled *The Evidence of Salvation; or, The Direct Witness of the Spirit*. Dr. Stackpole is convinced that certainty of salvation is definitely promised by the Holy Scriptures and that therefore it must be possible to a fully awakened soul. He writes with the eloquence of one who appreciates the value of what he is teaching. He wastes no words, but proceeds directly to the argument. His sincerity is so manifest that his faith is contagious and full of inspiration. His little volume, ought to be in the hands of all earnest seekers after the truth. Its mission is to encourage, to cheer, to aid, and at the same time to warn and to teach. It is practical, earnest, calm, and deeply religious. (T. Y. Crowell & Co., New York and Boston. 50 cents.)

Amanda M. Douglas, so well known as a writer of stories, has written a Christian Endeavor story, entitled *In the King's Country*. The characters of Pearl Disbrowe and Sabrina Eastwood, though so entirely dissimilar, cannot fail of making a deep impression upon the reader; and as we "journey with them into the country of good works," we receive purer and higher ideals from the association. The book is pervaded by a deep religious sentiment; the hearts of the readers being touched, and a desire for better things awakened. (Lee & Shepard, Boston. \$1.50.)

Bulls and Blunders is the title of a book by Marshall Brown, that will afford no small amount of amusement and some instruction. It gives examples of blunders in expression, drawn from many sources—from the writings of distinguished essayists, historians, and novelists; from the speeches of statesmen in Congress and Parliament; from the pulpit, the bar, the editorial chair, and from the sayings of the intelligent and the stupid in all ranks of life. In giving the blunders in thought and language, which come largely from incongruous ideas and the lack of training in clear expression, the editor has told us where the mistake is, its nature, and how it may be rectified. This feature of the work should make it a useful one to the reader in the correction of his own every-day errors in speaking and writing, and in enabling him to get at the sense of obscure and faulty construction. (S. C. Griggs & Co., Chicago. \$1.00.)

The Principles of Ethics, by Borden P. Bowne, professor of philosophy in Boston university, is an introduction to fundamental moral ideas and principles, rather than a detailed discussion of specific duties and virtues. In order to clear the ground for these the author has found it necessary to consider the abstractions of the closet philosophers; there seemed to be no other way of getting rid of sterile contentions and dreary verbal disputes. Apart from this critical discussion, the work has two leading thoughts. One

is the necessity of uniting the intuitive and experience school of ethics in order to reach any working system. The other is that the aim of conduct is not abstract virtue but fulness and richness of life. The brief discussion of our leading human relations and institutions is meant as a hint rather than a discussion. It is intended to show what is meant by making our moral task to consist in the moralization of life, also how complex the problems are, and how impossible it is to solve them without taking into account both our moral nature and the teachings of experience. There is no doubt of the high value of Prof. Bowne's work. He is one of the most vigorous philosophical thinkers in this country, and he drives home his thoughts in short, crisp sentences. The chapters on "Development of Morals," "Ethics of the Individual," "The Family," and "Society" are especially good. Many prominent professors and others bestow warm words of praise on it, and it has been introduced as a text-book in a large number of colleges and schools. (Harper & Brothers, New York. Examination price, \$1.45.)

One of the French authors whose works are read in all parts of the English speaking world is Jules Verne. That they have unusual merit is not doubted; they are striking both in subject and style. His *Michael Strogoff* has become widely known on account of its dramatization and successful presentation on the stage. It has been abridged and edited with notes, by Edwin Seelye Lewis, Ph. D., of Princeton university, for reading in college and school. This story was chosen because it was interesting, and maintains, from beginning to end, a high moral and patriotic tone, and also because its style is clear and simple. References are made to four leading grammars; these decrease gradually from the opening chapter onward. The frontispiece is a portrait of Verne, who, strange as it may seem to American readers, is claimed to be a Pole; his real name is said to be Olchezwitz. (Holt & Co., New York. 70 cents.)

All who have had any experience in deliberative bodies know that a certain mode of procedure is necessary. If there are no rules to govern the proceedings much confusion results and a great deal of time is wasted. Ex-Speaker Thomas B. Reed has prepared a volume on *Parliamentary Rules*, in which he has embodied the results of his extensive experience. At the outset he says that the manual has nothing to do with the political differences in the house of representatives, except so far as any treatise would incidentally refer to them. "The object of this book is to present the rules of general parliamentary law in such a way that the system can be comprehended by persons who may be called upon to preside over meetings of deliberative bodies, and by those who may desire to participate in the proceedings." In a country like ours, where free discussion is permitted, every intelligent young man, and young woman too, should study some such manual. This one presents the material so concisely and clearly that it is a desirable one to have. It is substantially bound in corrugated leather, and is small enough to be carried in a side pocket. (Rand, McNally & Co., Chicago.)

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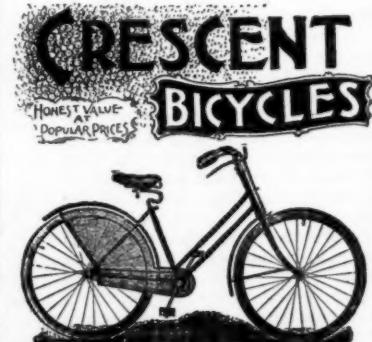
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Some would hold that the Revolutionary war was the most momentous event in American history; others that the great Civil war exceeds it in the results on the course of our history. The latter at least merits a thorough study by all who will become voters in the United States. The subject is admirably treated in *A Chart History of the Civil War*, By J. W. Gibson. It is different from any other school book on this war that we have ever examined, in having a series of shaded maps, showing how the Confederate lines shifted during the progress of the contest. In addition there are maps giving an idea of particular campaigns. The history is written from a national standpoint. One feature that teachers will find of special interest consists of map questions. (A. Flanagan, Chicago.)

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What most teachers want in a book prepared for their guidance is a plain and accurate statement of facts and principles. The first book they read on education should not go too deeply into science; all teachers should be acquainted, however, with the principles that govern the growth of mind. J. N. Patrick, A.M., St. Louis, Mo., in *Elements of Pedagogy*, has managed to

condense in small space a vast amount of helpful material. Part first aims to present in plain and simple language the essential principles of educational psychology. Part second discusses the leading topics of practical pedagogics. An attempt has been made to enter the school-room with suggestions that are valuable to young teachers. To such the author has done a valuable service; the language is so clear that the book is easy reading. We warrant that those who read this book carefully will want to continue the study of psychology and pedagogics. (For sale by E. L. Kellogg & Co., New York and Chicago. \$1.00.)

In the widely known and valued series of School Classics has been issued the *Eighth Book of the Vergil's Aeneid*, edited by John Tetlow, head-master of the Boston Girls' high and Latin schools. The pupil should acquire some knowledge of the latter part of the poem in order to have an adequate appreciation of the poem as a whole. Of the latter books none is better fitted to engage the pupil's attention than the eighth, on account of the exceptional freedom of the text from doubtful readings, the interest of the characters, the charm of the story, the wealth of mythological and historical allusion, and the significant relation of this part to the plan of the whole. The edition for ordinary use contains an outline story of the first seven books, the text of the eighth book, foot-notes and instructive passages from Vergil and occasionally from other Latin authors, notes to aid the pupil in interpreting the text, classified groups of kindred etymology taken from the text, and a general vocabulary. The edition intended for use in sight reading, is like this, except that the general vocabulary is omitted. (Ginn & Co., Boston. 50 cents.)

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Dr. Albert Shaw, in a timely article on "The Municipal Framework of German Cities," written for the June number of *The Century*, says that there seems to be an almost unconquerable delusion in the popular mind that our American cities are the only ones which show the phenomena of rapid growth, and that their newness excuses their failure to provide well for the common necessities of urban life. To combat this idea, Dr. Shaw quotes an array of statistics that is startling. In 1870 New York had nearly 950,000 people, where Berlin had barely 800,000. In 1880 Berlin had outgrown New York, and in 1890 it still maintained the lead, having 1,578,794 people, as against New York's 1,515,301. This is as fast a growth as Chicago's and twice as fast as Philadelphia's. In the past fifteen years, Hamburg has grown three times as fast as Boston, and twice as fast as Baltimore. Leipzig has outstripped San Francisco in fifteen years, and has grown much more rapidly than St. Louis. Munich and Breslau have distanced Cincinnati, and Cologne has put Cleveland, Buffalo, and Pittsburg in the shade, while Magdeburg, starting with a far smaller population than Detroit and Milwaukee in 1880, has now almost reached their size. The same story can be told of a score of the smaller German cities, whose names are hardly known to the average American, and which have yet increased far more rapidly in size than our booming American cities, proudly pointed to as instances of marvelous growth, such as Minneapolis, St. Paul, Omaha, and Rochester. (According to the municipal census New York had a population of 1,710,715 in 1890.)

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The fiftieth anniversary of the Y. M. C. A. is celebrated in a late number of *Harper's Weekly* with an important article on the association's growth and work, by W. S. Harwood, and over two pages of illustrations showing some of the finest Y. M. C. A. buildings in the United States. In the same number a page of illustrations of the city of Syracuse accompanies an interesting article by Charles E. Fitch on the centennial celebration of Onondaga county, N. Y.; and "Within the Reef" is the title of a delightful account of a little journey in Samoa, written and illustrated by a member of Robert Louis Stevenson's household.

An edition of the souvenir maps of the Y. P. S. C. E. convention to be held July 11 to 15, at Cleveland, Ohio, has been issued to the Nickel Plate road, the shortest through passenger line between Buffalo and Chicago. Any person who expects to attend this convention, and desiring one of these maps can have same forwarded to his address by addressing F. J. Moore, General Passenger Agent, Buffalo, N. Y.

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